








Avi Something Upstairs Tour Curriculum








This is a classroom curriculum for fifth graders, designed to complement the Providence Preservation Society's "Avi Tour." The curriculum provides students with background information on sites they will see during the tour as well as an opportunity for teachers to integrate the tour into their history and literature lessons. Students will develop their reading, writing, and comprehension skills through activities that expose them to the fascinating history of South Benefit Street, Providence's waterfront, and the maritime and trading history of the city. After completing this curriculum, students will have a better understanding of the history of life in Providence circa 1800 and a greater appreciation for the importance of preserving the past.

Themes

-  Everyday life in Providence in the early days of the American Republic
-  Slavery in Rhode Island
-  Changes on the waterfront
-  Providence's architectural styles
-  Providence as a multi-ethnic, multi-cultural city
-  Community planning and institutions
-  Literature as a pathway to understanding history

Objectives

Students will be able to:

-  Discuss everyday life in Providence circa 1800, and construct narratives based on information learned in class.
-  Identify key changes to the urban environment over time and discuss the causes of these changes.
-  Discuss the history of slavery in Providence and its importance in the history of the city.
-  List basic architectural elements and describe their function, and apply this knowledge to buildings in their own neighborhoods.
-  Read primary source documents (diary entries, photographs, maps) and form conclusions based on the documents.
-  Use literary texts (Something Upstairs by AVI) to gain historical insights.
-  Gain an appreciation of the importance of preserving historic homes and buildings.

Something Upstairs by Avi

Reading Response Questions

Author's Explanation and Chapter One

- 1) How is Kenny's new home in Providence different from where he used to live in California?
- 2) Where does Kenny decide to live in the new house? Why do you think he decides to live there?
- 3) Who is the narrator of the book? From what point of view is the story told?
- 4) Provide one example of descriptive writing from the text.
- 5) In the "Author's Explanation," Avi says that "Writing is mostly imagination, things you've noticed or heard rather than things you done." Do you agree or disagree with this statement? Explain why.

Chapter Two

- 1) Where does Kenny go to find information about his house?
- 2) List 3 pieces of information that Kenny learns about the history of Providence.
- 3) Give one example of a simile from the text.
- 4) Why does Kenny want to find out more information about the history of his house?

Chapter Three

- 1) What does Willinghast tell Kenny about slavery in Providence? What is Kenny's reaction?
- 2) How does Caleb look in comparison to Kenny?
- 3) Why can't Caleb leave the upstairs attic?
- 4) Describe Caleb's relationship with Kenny using examples from the book.

Chapter Four

- 1) What changes does Kenny notice as he follows the mystery man down Transit Street?
- 2) How does Kenny's appearance change? Why does this occur?
- 3) Who cuts an X into the wall? What is his reason for doing it?
- 4) What type of job is Kenny given? Where is he told to go?
- 5) Something Upstairs is a work of historical fiction, meaning that the story uses a real historical time and place to tell a fictional story. Write down the places where you notice things that are historical, where you notice things that are definitely fiction, and where you are not sure whether it is history or fiction.

Chapter Five

- 1) Describe how Kenny feels when he wakes up.
- 2) What does Kenny learn about Caleb? What does he ask Kenny to do?
- 3) Why do you think that Caleb doesn't trust Kenny?
- 4) How does Kenny find evidence of Caleb's death? What was so strange about it?

- 5) Pick a character from the book (Kenny, Caleb, Pardon Willinghast, etc.) and describe their characteristics. Some things you might include are his or her physical appearance, background, emotions, and what the character wants in the book.

Chapter Six

- 1) What is the name of the place that Caleb takes Kenny? Can you think of why this place is named that?
- 2) What does Willinghast recommend to Mr. Ormbsee? Why?
- 3) What does Willinghast take away from Kenny?
- 4) Why is Kenny so upset at the end of the chapter?

Chapter Seven

- 1) How do the mob of sailors behave when they first enter Olney Street?
- 2) What does Caleb say to the sailors? How do they react?
- 3) How does the weather change over the course of the chapter?
- 4) Write a short reaction to the chapter. How did it make you feel? What do you think the author wanted the reader to think?

Chapter Eight

- 1) Where does Kenny take Caleb?
- 2) What does Kenny discover about the door?
- 3) Who does Kenny see after he leaves Caleb? What does he ask him to do?
- 4) What would you do if you were in Kenny's situation? What decision would you make and why?

Chapter Nine

- 1) What does Caleb decide to do to fool Willinghast? Is it successful?
- 2) How does Avi create a mood of tension in this chapter? Give specific examples.
- 3) Today in class we discussed the importance of gravestones in learning about past people. What information does Kenny learn from the gravestone? Why do you think Kenny takes Avi to the grave?

Lesson 1: Life in the Year 1800

Overview: Understanding how people lived on a day-to-day basis in the past is a vital part of any study of history. In this lesson, students will study the lives of Providence residents in the year 1800 and compare their lives to the way we live today. This lesson also serves as an introduction to many of the themes covered in later lessons and during the Avi Something Upstairs Tour.

Objectives

Students will be able to:

- ✚ Describe different aspects of life in Providence in 1800.
- ✚ Compare how life might be different for children two hundred years ago than it is today.
- ✚ Compose a coherent and imaginative narrative using their knowledge about what life was like in 1800.

Before Class

- ✚ **Note:** In preparation for the homework assignment prior to Lesson 1, define and go over elements of descriptive writing. Use examples from short stories or other works of fiction.
- ✚ Students should have read the “Author’s Explanation” section and Chapter 1 of Something Upstairs and answered homework questions based on those parts of the book.

Class Activities (1-1 ½ hour)

- ✚ Begin class with a **Do Now** activity by having students fill out the first two columns of the K-W-L chart on “Life in the Year 1800.”
- ✚ Pass out the *Rhode Island Children’s Gazette* (Lesson 1). Have students read through the newspaper.
- ✚ Divide students into groups and have them fill out a Venn diagram listing the similarities and differences between today and the year 1800.
- ✚ After they complete this activity, have students pick one activity that is different today than it was in the year 1800 (e.g., doing laundry). Then they will create a skit where they act out how this activity has changed between 1800 and today.
- ✚ Define and go over examples of similes in preparation for the homework assignment.
- ✚ Go over and explain the format of an essay in preparation for the research activity.
- ✚ **Research Activity:** From the attached list, assign a street name in Providence to each student, who will research that particular street’s history. Then they will write a brief report in an essay format, using proper grammar and spelling. The report should have an introduction, body paragraphs, and a conclusion. On the day that the report is due, have a class discussion about the origin of the street names, asking students to share some of the research they found.

Homework

- ✚ Read Chapters 2 and 3 of Something Upstairs. Answer questions about the reading.

Resources:

List of Providence street names. **(See attached)**

Beales, R. W., Jr. (1975). "In search of the historical child: Miniature adulthood and youth in Colonial New England." *American Quarterly*, 27(4), 379-398.

Calvert, K. L. F. (1992). *Children in the house: The material culture of early childhood, 1600-1900*. Boston, MA: Northeastern University Press.

Earle, A. M. (1899). *Child life in colonial days*. New York; London: The Macmillan Company; Macmillan & Co., Ltd.

Hawke, D. F. (1988). *Everyday life in early America* (1st ed.). New York: Harper & Row.

Lombard, A. S. (2003). *Making manhood: Growing up male in colonial New England*. Cambridge, MA: Harvard University Press.

Marten, J. A. (2007). *Children in colonial America*. New York: New York University Press.

Pollock, L. A. (1983). *Forgotten children: Parent-child relations from 1500 to 1900*. Cambridge Cambridgeshire; New York: Cambridge University Press.

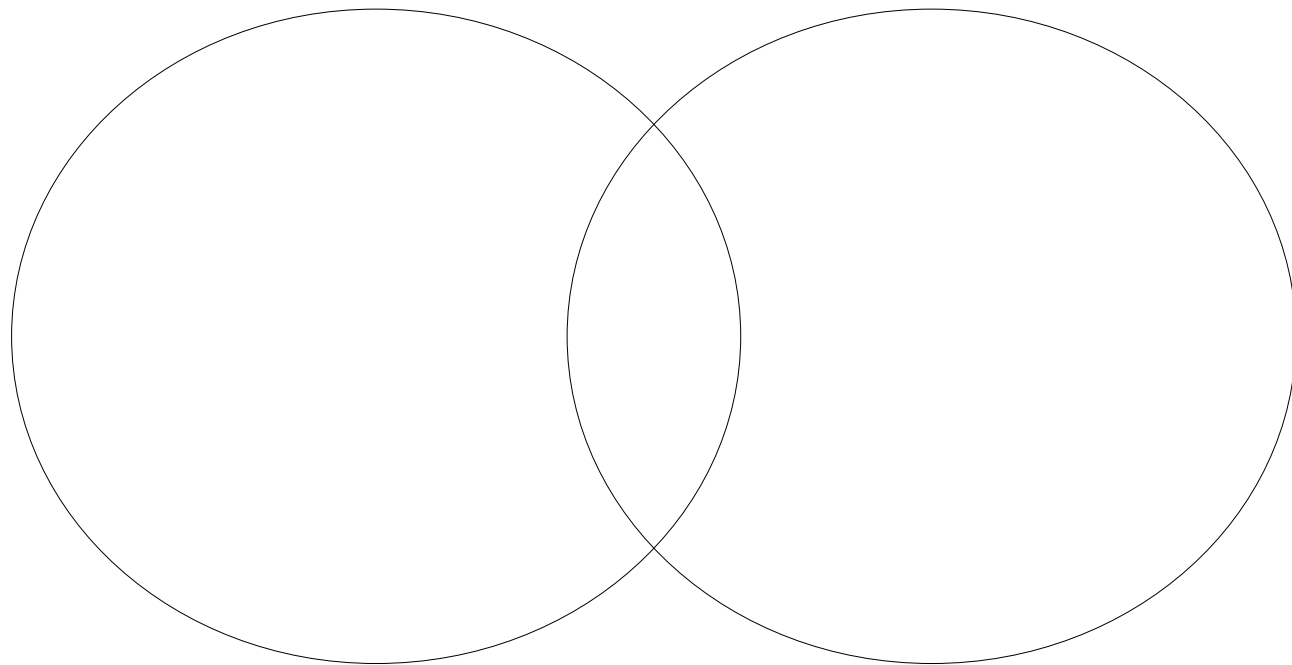
Life in the Year 1800

What I know	What I want to know	What I have learned

Examples of Activities

- ❖ Spinning yarn
- ❖ Using the telephone
- ❖ Playing hop-scotch
- ❖ Attending school
- ❖ Playing on the Computer

Life in
the Year
1800



Life
Today

Street Names for Research

Street Name	Page Number
Ives Street	20
Sheldon Street	21
Hope Street/Ferry Road	22/91
Power Street	22
Wickenden Street	25
Traverse Street	41
Benefit Street	41
Transit Street	41
South Main Street	42
Thomas Street	45
Olney Lane	72
Providence Road*	82

***Note:** Based on our research, the Providence Preservation Society believes that this is a fictional street name which the author fabricated. Therefore, as part of the activity, the students who are assigned to this street name can either prove or disprove its existence.

Wednesday,
August 6th, 1800

RHODE ISLAND CHILDREN'S GAZETTE

Volume LCV, Issue VIII, Number XI

Josiah Power
seeks young
apprentice for
printing shop.
Inquire at 54
Benefit Street

Latin Tutor, all
ages, exceptional
credentials.
Inquire at 173
Sheldon Street

Business of John
Mansfield to be
sold as soon as
buyer is found.
Inquire at 108
Towne Street.

Highlights of this Issue:

Dame School
1

The Year 1800
2

By the River
3

Transit of
Venus
4

Dame School graduates face new challenges and expectations after finishing their horn books

By Zachariah Smith

Students in Mrs. Brown's dame school recently completed learning their horn books, meaning moving on to a new school for some students and the end of their education for others.

"This is a momentous occasion," remarked Mrs. Brown, the head of *Mrs. Brown's Dame School for Promising Students*. "I'm so proud of all of them."

"I can recite all of my ABC's," said James Carter, aged 6, "I can even read a little bit from my horn book." The horn book, a thin piece of wood covered with a strip of paper, contains alphabet, a few reading lessons, and the *Lord's Prayer*.

Children usually start dame school at around the age of five years old.

Girls and boys attend classes together at the school which is usually held at someone's house. Students spend anywhere from six months to two or three years at the school; however long it takes them to learn the lesson on their horn.

(cont. on page 2)

Children complain that responsibilities leave little time for fun and games

By Thomas Atwood

Children have too many chores and too little time to play, according to a new study by Professor Robert James Brown of the College of Rhode Island. The study results were praised by many Providence area children who are demanding more time to play.

"I love playing hopscotch and tag," said Daniel Coleman, aged 10, "but my father's always asking for help in

the fields." He added that farm work was "very tiring."

Children agreed that most of their time is spent helping their parents. "I need to get up early to help my mother with breakfast," said Mary Dyer, aged 9, "Then there's mending clothes, doing the washing, spinning wool, helping out in the garden. There's simply no time to play with my dolls."

Some children must help their parents run their business. Edward Jones, aged 15, said his father always needs his help. His father is a merchant and often must make long trips to England so Jones needs to take his place while he is away. Some of his obligations include negotiating deals with other merchants, keeping tack of goods, and writing letters.

(cont. on page 3)

Words of three Syllables.

A-buf-ing	a-mend-ing
Bar-ba-does	ben-e-fit
Cal-cu-late	can-dle-flick
Dif-fi-cult	drow-fi-nels
Ea-ger-ly	em-ploy-ing
Fac-ul-ty	lam-i-ly

Words of four Syllables.

A-bil-i-ty	ac-com-pa-ny
Ca-lam-i-ty	ca-pac-i-ty
Del-i-ca-cy	dil-i-gent-ly
Ed-i-ty-ing	ev-er-last-ing
Feb-ru-a-ry	fi-del-i-ty

Words of five Syllables.

A-bom-i-na-tion	Grat-i-fi-ca-tion
Ben-e-fi-cial-ly	Hu-mil-i-a-tion
Con-tin-u-a-tion	Im-ag-in-a-tion
De-ter-min-a-tion	Mor-ti-fi-ca-tion
Ed-i-fi-ca-tion	Pu-ri-fi-ca-tion

THE LORD'S PRAYER.

OUR Father who art in Heaven! Hallowed be thy name. Thy kingdom come. Thy will be done on earth as it is in Heaven. Give us this day our daily bread. And forgive us our debts as we forgive our debtors. And lead us not into temptation. But deliver us from evil. For thine is the kingdom, the power, and the glory, forever. Amen.

A Reading

Lesson from the New
England Primer

Dame School (continued)

For some students, finishing dame school means the end of their education. Most of the girls in the class will now have to remain at home with their mothers so they can learn to sew, cook, and take of the house.

Not everyone is happy with this arrangement. "I find sewing dreadful," said Elizabeth Fuller, aged 7. "I'd much rather be doing some more learning like the boys."

But some girls will get a chance to continue with their education. Abigail Harrington, aged 5, will be seeing a private tutor three times a week.

"We're going to be learning etiquette, penmanship, maybe even a little Greek. I'm so excited!" she said.

Most of the boys in the class will now be attending primary school.

Students must pay a small fee to the teacher in order to go to school—usually some food or firewood. At school, students will be learning from the *New England Primer*. The book teaches students how to read and includes poems and stories from the Bible.

More advanced students learn Latin and Greek so they can read ancient "classical" literature. Some students will even attend college, a few even before they turn twelve.

"I hope to go to Harvard someday," said Henry Stubbe, aged 8. But while Mr. Stubbe is very excited to go to school, others do not share his enthusiasm for school. "I'd much rather sleep," said Daniel Thomas, aged 6.

1800: A momentous year around the world

By John Daniel Waters

The year eighteen-hundred has been an exciting one both here in Rhode Island and around the world. In Rome, a new Pope named Pius VII has succeeded Pius VI. Pius VII will be the head of the Roman Catholic Church—we can only wish him the best of luck.

In England, King George III signed a bill joining Ireland and Great Britain into a "United

Kingdom." Will this action succeed, or is it a tragic mistake—only time will tell.

Meanwhile in France, Napoleon Bonaparte, the French Emperor, has sent his troops over the Alps and has invaded Italy. Our war correspondents say that the fighting is fierce and doesn't seem to be stopping anytime soon.

Closer to home, President John Adams became the first

President to move into the official residence of the President, now being called by many the "Executive Mansion." On moving into his new residence Adam's said, "I pray Heaven to bestow the best of blessings on this house [the White House] and all that shall hereafter inhabit it. May none but honest and wise men ever rule under this roof."

Adams, however, did not spend too long

under that roof. This November he was defeated by his Vice President, Thomas Jefferson, in the Presidential Election. Thomas Jefferson will be inaugurated next March as the 3rd President of the United States.

3 Rhode Island Children's Gazette

Children Work (continued)

"I enjoy having the responsibility," said Jones. He said he hopes to one day take over the business from his father.

Recently, a few area children have begun working at Samuel Slater's mill in Pawtucket. Children work with large heavy machinery that manufacture raw cotton. One source, who asked that his name not be printed, said, "We have to work very long hours, and there's not much pay either." The owners of

the mill declined to comment.

Other children are working as apprentices, including Richard Hutchinson, aged 13, who is currently apprenticing for a carpenter. He said that he is required to wake up early to prepare the shop and must spend all day running errands and helping out his employer. But despite his heavy workload he doesn't receive any money.

"It's important that I apprentice so I will be able to make enough money to support my family," said Hutchinson. Still, he said he wished he had some pocket money, "so I can buy myself some licorice."



Some boys and girls at play.

Hanging Out by the River

By Philip Allen

Though many youths spend their summers vacationing with their families or playing in the local woods, it is never too early to start your career! There are many opportunities for working in local shops. Store owners are always looking for help. However, one business in particular is always in need of workers: the shipping industry.

The Providence River is home to hundreds of ships, sailing in and out of the ports that dot the shoreline. Who do you

think takes care of the ships? It is particularly tough to complete all the tasks on the ship in extreme weather conditions, so strong, healthy, and vibrant youths are encouraged to help.

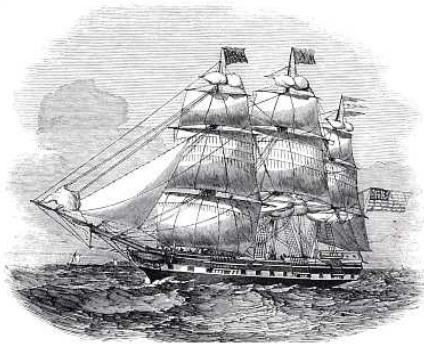
One boy, Jeremiah Bowen, aged 15, first decided to hang by the docks because he has always been interested in ships. "I hope to have my own ship one day, and hopefully, sail off into strange places and meet new people," Jeremiah says. One day,

a ship worker, Nicholas Cady, needed an extra hand and asked Jeremy to help him tar the ropes on the ship for a few shillings.

"I immediately agreed! Working on a ship is a great way to learn about sailing because my family could never afford one, and to meet people who can help me get a job later on," Jeremiah told us.

(Cont. on page 4)

"Working on a ship is a great way to learn about sailing because my family could never afford one."



Hanging Out by the River (Continued)

“What has really been fun for me is getting to tar the ropes. I know it sounds like such a boring task, but you get to sit on a bench while hanging off the masts of the ship! You can see all through Providence on a nice day! The view from the top of the mast is just indescribable,” Jeremiah tells us.

The process of tarring the ropes, which constitute one part of the rigging on the ship, on a mast is intricate and dangerous. It is a necessary task because it maintains the condition of the ropes, protecting them from weather, humidity and water damage. The person assigned to this task

must sit on a bench that is attached to a pulley system that will slowly allow the sitter to descend the mast as he finishes tarring one section of the ropes. Meanwhile, the most efficient way to complete the task is to use both hands to tar the ropes, leaving one's body delicately balanced on the bench that is dangling as high as 100 feet above the deck of the ship. On windy days, this becomes quite a scary task.

On the other hand, as Jeremiah describes, the view is breath-taking. From the height of about 100 feet, you can clearly see up and down the Providence River,

the houses on the hill, including the College of Rhode Island and the notable John Brown house at the top of the hill, as well as the businesses and homes on the Weybosset side of the city.

Cady says, “Jeremiah is an excellent worker. He learns fast and he is mature beyond his years. I am very glad we happened upon him one day for extra help.”

If anyone is interested in helping out on Nicholas Cady's ships, inquire within Number 300 on the Main Street.

What did we learn from the transit of Venus of 1769?

By Jacob Dylan Russell

Scientists have been working furiously to gather data from the transit of Venus.

Have you ever wondered how the name for Transit Street came about? Maybe you thought it referred to the foot traffic that passes along that street. However, the street is named for the natural phenomenon called the transit of Venus. This is the appearance of the passing of the planet Venus across the disk of

the sun, which occurs twice within about 120 years. The transits occur in pairs, eight years apart from each other.

The phenomenon was first predicted and observed in 1639 by Jeremiah Horrocks in England. Since then, scientists all over the world have been working furiously to gather data

from the transit of Venus, such as the time it takes for the planet to cross the sun, the angles and such, in hopes of being able to give measurements to the size of our solar system. This phenomenon of the sky has driven the quest of many scientists as well as explorers, such as Captain Cook, to capture the data as accurately as

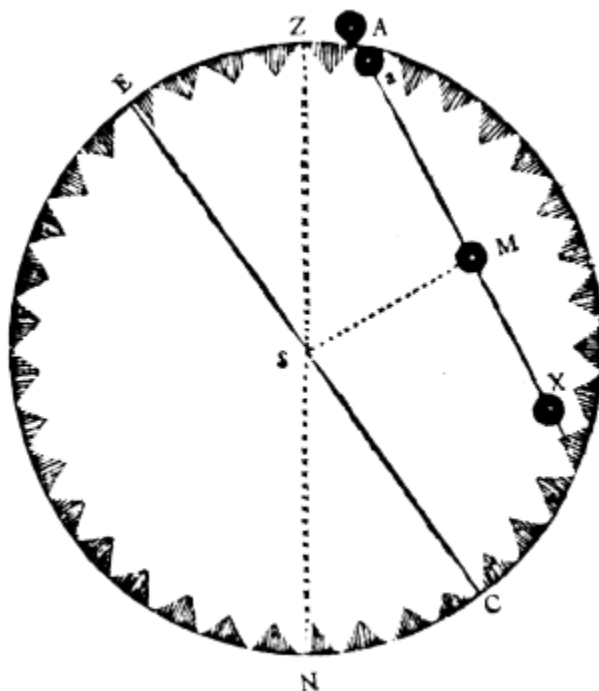
The transit of Venus (Continued)

possible in a location with the best view of the event, even if it may be in a remote area. The last transits occurred in the years 1761 and 1769, with the next pair of transits predicted to occur in the years 1874 and 1882.

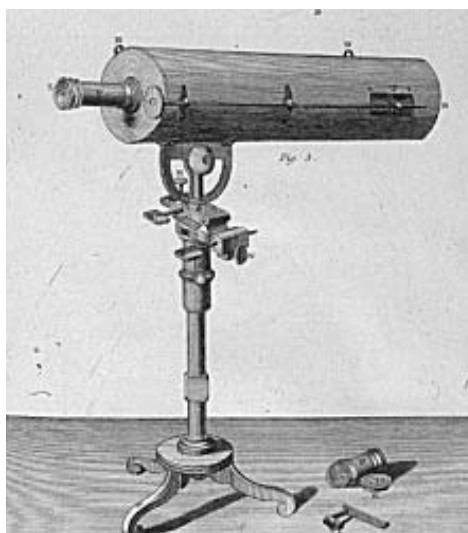
Always with the good of the citizens of Providence in mind, Joseph Brown help to fund Benjamin West's observation of the transit of Venus in Providence in 1769. It so happened to be an ideal day to observe the event, as West and his team of volunteers gathered data meticulously.

Benjamin West wrote a paper about his findings on the 1769 yransit of Venus for the Royal Society of London, documenting in great detail the history of predicting and observing yransits of Venus, the process of securing the necessary instruments for the observation in Providence, and what happened on the day of the transit of Venus.

West and his fellow researchers made sure to announce to the citizens of Providence the great insights into the study of astronomy that an



Benjamin West's drawing of the transit of Venus.



An illustration of what a telescope used to observe the transit of Venus looks like.

observation of the transit of Venus would allow and encouraged many to join them in their observation. Moses Brown and Captain John Burroughs were also there to help West in his observations. In honor of West's efforts, the street at which their quarters for observation were located was renamed Transit Street.

Unfortunately, there is still not enough data for a definitive measurement of the size of the solar system. Scientists are hopeful that future observations of the transits of Venus as well as other planets will answer this question.

The telescope, especially made by Watkins and Smith in London, is now held at the College of Rhode Island for further research in astronomy.

For those of you who are interested in studying the stars, planets, sun and moon, we hope you will make use of the resources at the College of Rhode Island and help answer some of the greatest questions in astronomy with the observation of the transits in 1874 and 1882.

To be SOLD by
Darius Seffions,

At his Shop, on the Main Street, between the Court-House and Church, and directly opposite the large Button-Wood Tree,

THE best New Milk CHEESE, by the Quantity or single.

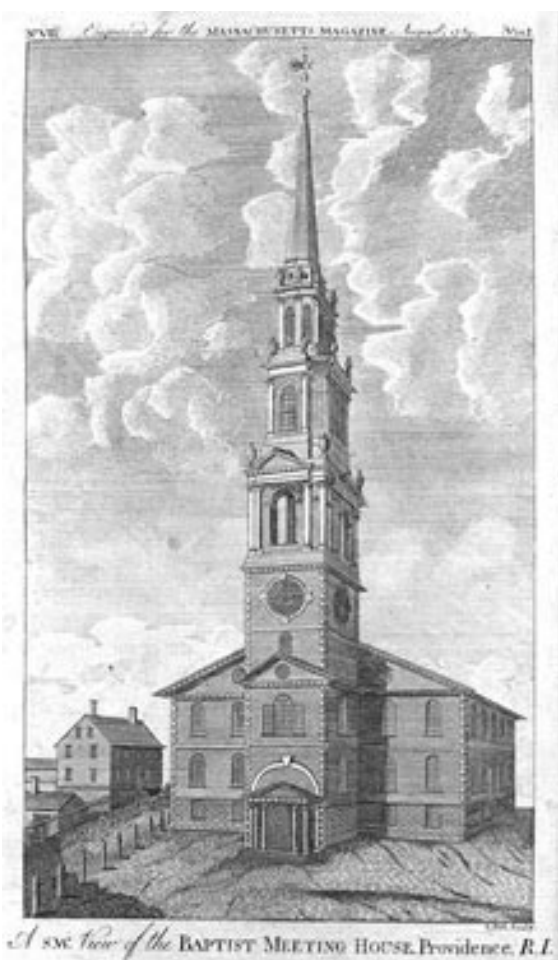
Choice FRENCH BRANDY, by the Keg, or less Quantity.

HOLLAND GENEVA.

Distilled CORDIAL WATERS.

Sundry Sorts of WINES, strong, genuine, and well tasted.

Also a general Assortment of WEST-INDIA GOODS, GROCERY, and many other Articles, as good and cheap as can be bought in this Town.



JOIN US,

For a *Meeting* at the First Baptist Church on this coming Saturday for the funerary ceremonies of JOSEPH RANDALL, who passed on at age 79 the week before last. He was a beloved member of PROVIDENCE, contributing funds to the College of Rhode Island for many years in support of their SCIENCE and MATHEMATICS research.

STAGE-BOATS from *Providence to Newport.*



THOMAS and BENJAMIN LINDSEY beg Leave to inform the Public, That they have now three very compleat Stage-Boats, for the Carriage of GOODS and PASSENGERS, which sail from PROVIDENCE and NEWPORT every Day. For the Convenience of Passengers, they propose to supply their Boats with Provisions and Liquors of all Kinds, and have provided a convenient Store for the Reception of Goods, with Conveniences for weighing the same, at Arnold's Wharff, just below the Sign of the Buck, in Providence. Those who may please to favour them with their Business, may depend on being served with the utmost Fidelity, and Passengers will be treated in the most genteel Manner. (4)

HORSEMANSHIP,

By CHRISTOPHER H. GARDNER,

The original American Rider, who will perform all the Parts which were exhibited in America by the celebrated Mr. Bates, in Federal of which Parts it is allowed by good Judges he fully equals, or rather exceeds, any thing of the Kind ever performed on this Continent.

On Tuesday next, the second of August, he will ride, if the Weather be good (if not, the next fair Day) on Capt. John Mawson's Ground, on the West Side of the Great Bridge.

The Doors will be opened at Five o'Clock in the Afternoon, and he will mount precisely at Six. The Seats are suitable for Ladies and Gentlemen. Tickets, at a Quarter of a Dollar each, will be money, to be had at Mr. Richard Olney's, and at the Insurance Office.—No Money will be taken at the Door of the Meeting, nor any Persons admitted without Tickets.—It is hoped no Persons will bring any Dogs with them.

Mr. Gardner expects to give entire Satisfaction, and will gratefully acknowledge all the Favours of those Ladies and Gentlemen who will oblige him with their Company.

To be SOLD by

Walter Arnold,

At his Business, on the Main Street, between the Market House and Old Stone Square,

The finest SWEETS, by the Pound or less.

SWISS CHOCOLATES.

BELGIAN CANDIES, and other sorts, and many more Items and Articles, of High Quality and at Good Value in this City.

INQUIRE

If anyone is interested in becoming a writer for this gazette, please inquire at 21 Meeting Street in PROVIDENCE.

We are always looking for young and talented people who are interested in writing about issues related to children of the city of Providence.

Lesson 2: Slavery in Providence

Overview: This lesson will help students understand the impact of slavery on Providence. Students will look at the role that Providence merchants played in the slave trade and also learn about the lives of slaves who lived in Providence. Using this information, students will have a better understanding of the historical context of Something Upstairs and some of the slave-related buildings on the tour.

Objectives

Students will be able to:

- ✚ Describe some characteristics of slavery in Providence in 1800.
- ✚ Explain the importance of the slave trade in Rhode Island.
- ✚ Interpret a piece of literature using historical information.
- ✚ Explain the difference between a primary and a secondary source.

Before Class:

Students should have read Chapters 2 and 3 of Something Upstairs and answered response questions.

Class Activities (1 ½-2 hours)

- ✚ Begin class with a **Do Now** activity, asking students what they think about when they hear the word “slavery.” Students should each make a web chart of their ideas, which they will share with the class.
- ✚ Class lecture on the triangle trade (see below for resources).
- ✚ Read Venture Smith’s account of being a slave in Rhode Island. Some questions to consider as a class:
What is the difference between a primary and secondary source? Why are primary sources helpful to historians? What can we learn about slavery from Venture Smith that we cannot learn from a historian?
- ✚ Re-read *Kenny*’s conversation with *Caleb* at the end of chapter 3 in class. Discuss some aspects of *Caleb*’s relation to *Kenny*. How does *Caleb* act in relation to *Kenny*? Why do you think he does not trust him?
- ✚ **Writing Activity:** Assign students to a partner and have each student take on the character of either *Kenny* or *Caleb*. Students should write out their conversation, discussing the life of a slave in Providence. Think about what information *Kenny* might want to know and what *Caleb* might tell him. Use dialogue and descriptive elements, such as adverbs that describe how each character is speaking, to help the reader understand the feelings of each character. Have students perform their dialogues for the class.

Homework: Read chapter 4 of Something Upstairs and answer reading response questions.

Resources:




- Bolster, W. J. (1990). "To feel like a man:" Black seamen in the northern states, 1800-1860. *The Journal of American History*, 76(4), 1173-1199.
- Creative Survival: the Providence black community in the 19th century*. (1984). Providence, RI: The Black Heritage Society. **(This is a useful exhibition catalogue published by the RI Black Heritage Society. It is available upon request at the Rhode Island Historical Society.)**
- Harper, D. (2003). *Slavery in the north*. www.slavenorth.com **(Excellent online resource)**
- Cottrol, R. J. (1982). *The Afro-Yankees: Providence's black community in the antebellum era*. Westport, CT: Greenwood Press.
- Coughtry, J. (1981). *The notorious triangle: Rhode Island and the African slave trade, 1700-1807*. Philadelphia: Temple University Press.
- Imbrie, K. "Hard life in a hostile land." *The Providence Journal*. **(See attached)**
- King, W. (1995). *Stolen childhood: Slave youth in nineteenth-century America*. Bloomington: Indiana University Press.
- Piersen, W. D. (1988). *Black Yankee: The development of an Afro-American subculture in eighteenth-century New England*. Amherst: University of Massachusetts Press.
- Marten, J. A. (2007). *Children in colonial America*. New York: New York University Press. **(Contains passage from Venture Smith's autobiography)**
- Schwartz, M. J. (2000). *Born in bondage: Growing up enslaved in the antebellum South*. Cambridge, MA: Harvard University Press.
- Thomas J. Watson, Jr. Institute for International Studies, & Choices for the 21st Century Education Program. (2005). *A Forgotten history: The slave trade and slavery in New England* (1st ed.). Providence, RI: Choices for the 21st Century Education Program, Watson Institute for International Studies, Brown University.

Lesson 3: If you were an architect in 1800...

Overview: The Avi Something Upstairs Tour exposes students to a variety of architectural elements. This lesson introduces some architectural principles to students and is designed to help students understand how architecture has changed over time.

Objectives





Students will be able to:

-  Identify different parts of a house and explain their functions.
-  Compare different architectural periods and describe differences between those periods.
-  Illustrate images based on an understanding of architectural elements and observations in the changes in an environment.

Before Class:

Students should have read Chapter 4 of Something Upstairs and answered the response questions.

Class Activities (1 hour)

-  Pass out photographs of historic homes circa 1800. Ask students to describe some of the different characteristics of the houses they see. Then pass out photographs of homes from later periods—ask students what they notice has changed or developed on the houses. (**Note:** Make sure to have images of the Market House and Transit Street in Providence.)
-  As a class, compare and contrast buildings from different time periods using the photographs. Write each idea in a Venn diagram on the board. Discuss changes in the architecture of the buildings. Think about reasons that buildings have changed over time. **Ask:** Are these stylistic changes? Have there been advances in technology or new uses for buildings?
-  **Craft/Writing Activity:** Have a class discussion about how buildings and places might have changed from the 1800s. In particular, focus on how the structures in Providence offer great insight into the past. Students will create two images of either the area surrounding the Market House or the view of the waterfront from the intersection of Benefit and Transit Streets in Providence. One image will show Providence in the 1800s; the other will show present-day Providence. Make sure the students include the Providence River and any other landmarks in their drawings to show how the area used to look and how it looks now. Have students write a description of the changes in that area.
-  Review some key words from the Providence Preservation Society's list of architectural vocabulary.

Homework: Take a walk around your neighborhood. Using the list of architectural vocabulary words provided by the Providence Preservation Society, list five architectural elements that you find and then, in a paragraph, describe those elements. What do they look like? What is their role in the house? (Examples: door frames, window frames,

columns, stair banisters, roof, etc.). Make sure that you use proper spelling, grammar, and punctuation, and write in complete sentences.

Resources:

List of architectural vocabulary. **(See attached)**





Foley, M. M., & Thatcher, M. (1980). *The American house* (1st ed.). New York: Harper & Row.
(Good overview of American architectural styles)





Pierson, W. H., & Jordy, W. H. (1986). *American buildings and their architects*. New York: Oxford University Press. **(Nice compact glossary of terms in back of book)**

Sturgis, R. (1989). *Sturgis' illustrated dictionary of architecture and building: An unabridged reprint of the 1901-2 edition* [Dictionary of architecture and building.] . Mineola, NY: Dover.





Woodward, Wm. McKenzie. (2003). *PPS/AIAri Guide to Providence Architecture*. Providence, RI: Providence Preservation Society.

Architectural Vocabulary List

Term	Definition	Image
Balustrade	Decorative railing used along balconies, roofs, and porches.	
Bay Window	A window that projects out from the wall to give a wider view of the outside.	
Belt Course	A horizontal line of decoration around a building that visually separates the floors.	
Bootscraper	Metal fixtures at a door entry for scraping dirt from boots and shoes.	





Bracket	A decorative part of a building that helps support roofs, windows, and door hoods.	
Capital	The top element of a <i>column</i> .*	
Column	A round post that helps to support a roof or any overhanging part of a building. It usually consists of a base, shaft, and capital.	
Corinthian Column	A <i>column</i> with a <i>capital</i> or top decorated with leaves.	

***NOTE:** Architectural terms that are used as part of the definition for another term have been italicized, indicating that their definitions can also be found on this list.




<p>Corner Blocks</p>	<p>Blocks of brick, wood, or stone used to reinforce the corners of a building. Also called "quoins."</p>	
<p>Cupola</p>	<p>A small dome or structure built on top of a roof.</p>	
<p>Dentils</p>	<p>Tiny blocks of wood decoration that look like teeth, usually found under the roof line or around the windows of a building.</p>	
<p>Door Knockers</p>	<p>Before electricity and doorbells, decorative knockers were placed on doors to signal the arrival of visitors.</p>	

Doric Column	A <i>column</i> with a plain <i>capital</i> or top.	
Dormer	A window projecting from a sloping roof that provides light and air into attic spaces.	
Fan Light	A semi-circular window over the opening of a door or window that is shaped like an open fan.	
Gable Roof	A triangular-shaped roof.	

Gambrel Roof	A barn-shaped roof that has two slopes on each side.	
Hip Roof	A roof that slopes upward from all four sides of a building.	
Ionic Column	A column with a scrolled <i>capital</i> or a top that looks like the horns of a ram.	
Keystone	The central and sometimes largest stone in an arch or <i>window cap</i> that is often used to support the structure of the arch or window.	

<p>Mansard Roof</p>	<p>A roof style developed in France that has a flat top and steeply sloped sides.</p>	
<p>Multi-paned Window</p>	<p>A window made up of many small panes of glass.</p>	
<p>Pediment</p>	<p>A triangular shape found over doors and windows that often contains decorative elements.</p>	
<p>Pilaster</p>	<p>A pillar that is attached to the wall. Pilasters look like square columns, and usually have <i>capitals</i>, shafts, and bases.</p>	

<p>Queen Anne Window</p>	<p>A window with many small panes of glass around one large middle pane of glass.</p>	
<p>Shingle Patterns</p>	<p>Pieces of overlapping wood, slate, tile, or other material used to cover the roofs and sides of buildings.</p>	
<p>Side Lights</p>	<p>A long framed area of fixed glass along the sides of a door.</p>	
<p>Stained Glass Window</p>	<p>A window that is made up of many pieces of colored glass.</p>	

<p>Three-Part Window</p>	<p>A central window that is framed by two side windows and sometimes has a <i>fan light</i> on top. Also called a "Palladian window."</p>	
<p>Tower</p>	<p>The tallest part of a building that usually stands higher than the building's main roof.</p>	
<p>Transom</p>	<p>A horizontal row of panes of glass usually found over a door.</p>	
<p>Window Cap</p>	<p>A decorative element found at the top of a window.</p>	

Lesson 4: A Shifting Course: Changes on the Waterfront

Overview: The Providence River serves as a major reference point in both the book and the tour. Before going on the tour students will have an understanding of how the waterfront changed over time. Students will learn about the history of the waterfront, its current uses, and its planned future uses.

Objectives

Students will be able to:

- + Describe the changes to the Providence waterfront over time, explaining the causes and effects of the changes.
- + Use photographs to visualize the development of the waterfront.
- + Evaluate how Providence was affected by changes on the waterfront.
- + Visualize how the waterfront will look in the future.

Before Class: Students will have read Chapter 4 of Something Upstairs and answered response questions.

Class Activities (1 hour)

- + Have students re-read the beginning of Chapter 4 (pp.41-44) and then write down a list of things that *Kenny* noticed were different about the waterfront.
- + Pass out photos of the waterfront with dates on them and have students sit in a circle while holding the photographs, making sure they sit in chronological order. Ask students to describe how the waterfront has changed over time. Discuss some of the reasons for the changes.
- + Have students read the two *Providence Journal* articles describing the new waterfront park. Then have them answer the following questions: What are some of the reasons for moving the highway? Do you think moving the highway is good for the city? What role does a park on the river serve for the city?
- + **Writing Activity:** Write a newspaper article describing the opening of the new waterfront park in 2011. In the article, include what you know about the history of the Providence River, including how people used the river in the past. Discuss some of the advantages of the new waterfront park. Include your own opinion on the opening of the park.

Homework: Read Chapter 5 and answer response questions.

Resources:

- Barbarisi, D. (2007). "Waterfront parks design unveiled; public input sought: [Metro Edition]." *The Providence Journal*. <<http://www.proquest.com/>> (accessed August 15, 2007).
- . (2009). "Shooters Site on Waterfront Could Be Drawing Crowds Again." *The Providence Journal*. <http://www.projo.com/ri/providence/content/MC_WATERFRONT_04-08-08_FE9MDEQ_v9.39d6543.html> (Accessed February 6, 2009).

Dunnington, Ann L., Rowan, B., & Rotondo, J. (1990). *Greater Providence: Fulfilling its destiny, a contemporary portrait*. Chatsworth, CA: Windsor Publications.

Waterfront parks design unveiled; public input sought; [Metro Edition]

Copyright Providence Journal/Evening Bulletin May 23, 2007

PROVIDENCE - The public will get a chance to tweak the proposed **waterfront** parks planned to replace the Route 195 overpass at two design meetings coming up in the next few weeks.

The completion of the \$800-million Route 195 relocation project will open up 33 acres of developable land in the center of Providence, including some coveted **waterfront** property. The city plans to build two opposing parks, totaling 8 acres, along the Woonasquatucket River where the highway currently passes over.

The park's design was chosen through a design competition, and 16 finalists were named. Brown, Richardson & Rowe's plan was the eventual winner.

But that design is not finalized, and public comments may lead to changes.

The lead designer, Nina Brown, will give a presentation on the design, and the public will be encouraged to provide feedback.

The first of the two public meetings will be held Tuesday, May 29, at 5:30 p.m. in the auditorium of the Providence Foundation, at 30 Exchange Terrace.

The second will take place Wednesday, June 6, at 5:30 p.m. in Waterplace Restaurant, at One Finance Way in Waterplace Park.

The parks won't be started until 2011, as one of the last phases of the highway relocation project. The park construction will cost \$4.5 million, and will be covered as part of the highway project.

The larger of the two parks, covering 6 acres, will lie on the west side of the river along Dyer Street. Dorrance Street will be extended to run into the park, terminating at a treed promenade that will run down the center of the new park. To the west of the promenade will be a performance stage looking out onto a knoll, which will serve as seating for up to 300 people. To the east of the promenade will be an open lawn and picnic area and a riverwalk.

At the end of the promenade, on the southeast end of the park, a transparent, free-standing structure called the Ember Summer House will be built, intended as a meeting spot and possibly a caf. The Summer House, the designers said, was inspired by WaterFire.

On the east side of the river, the smaller, 2-acre park will run along South Water Street from Williams Street to the Point Street Bridge. That tree-lined park will feature a fish-themed playground, and the boat ramp at the site will be improved for kayak and canoe use with gates, pavement and a mountable curb.

A pedestrian bridge connecting the two parks was drawn into the design, but it is not financed as part of the project, and it is not clear when, or if, it will be built.

Anyone interested in submitting written comments can enter them electronically at the city's Web site, www.providenceri.com, or mail them to **Waterfront** Park Design Public Comment, Dalrymple Boathouse, 1000 Elmwood Ave., Providence, R.I., 02903.

Comments must be submitted before June 15.

dbarbari@projo.com / (401) 277-8062

Shooters site on waterfront could be drawing crowds again

10:48 AM EDT on Tuesday, April 8, 2008

By Daniel Barbarisi

Journal Staff Writer



The former Shooters property is considered integral to a successful reinvention of India Point Park.

The Providence Journal / Andrew Dickerman

PROVIDENCE — With the June planning charette to decide the fate of the city’s waterfront shaping up to be a decisive moment for the future of the Providence shoreline, interested groups are already staking out their visions for what sections of the waterfront should look like.

Yesterday, nearly 100 people packed a conference room at the Radisson Hotel, overlooking India Point Park, to imagine the park of the not-so-distant future, with a marina where the closed Shooters nightclub is now, restaurants, fishing piers, farmers’ markets, public spaces and bike paths throughout. Even a Ferris wheel is possible, at least in the minds of those gathered yesterday.

“We really wanted to engage people who were concerned about the waterfront in Providence, thinking about it and discussing it before the waterfront charette took place,” said Arria Bilodeau, cochair of one of the two sponsoring groups, Head of the Bay Gateway. Friends of India Point Park also sponsored the event.

India Point Park is in the midst of a total reinvention. It has been chewed up by backhoes involved in the Route 195 project for the last few years, but once the highway relocation is complete, park advocates say, the foundation for a larger and better-used park will exist — if it isn’t gobbled up by developers interested in high-rise residential development.

The key to those hopes is the roughly 2-acre site of the former Shooters nightclub; the land was purchased by the state Department of Transportation for the highway relocation project, and now the state must sell the property that remains to help pay for that massive undertaking.

Local advocates want conditions placed on the sale to ensure that the buyer intends a use that is compatible with the desires of area residents for publicly accessible waterfront space, but the state has not agreed to any restrictions.

Instead of sitting back and hoping that things work out their way, park advocates are trying to push the debate forward, and craft their own plans for the park. To coordinate their efforts, the park groups brought in Ethan Kent of the Project for Public Spaces, a New York-based planning organization that recently oversaw a similar exercise for remaking Kennedy Plaza downtown.

Kent said that this stretch of waterfront has the potential to be a regional draw.

“This is a fishing expedition to figure out the reasons that are going to draw you here and bring the rest of the city here.”

But to become that, it must capture what is special about Providence, and give visitors clearly defined reasons to venture there.

“The best waterfronts in the world actually bring together the cultures of the city to express its personality,” he said.

Kent broke the participants into groups to tackle specific areas of the park, but he first laid out a few ground rules: the best uses are public uses; a good waterfront has at least 10 different destinations to draw visitors; parking should be off-site; residential uses should be kept away from the waterfront’s ground-level; any vertical development in a waterfront area should be kept between four and eight stories high.

Five groups were created, and their members assigned to specific locations, from the far western area under the new Route 195 bridge, to the Shooters site, to the park’s eastern corner near the Brown University boathouse and the Washington Bridge.

It was quickly clear that the Shooters site was seen as the key to reinventing the larger park. Participants yesterday said that they hoped to see a marina built at the site, flanked by restaurants offering outdoor dining and publicly accessible space available for use that would draw residents from around the region.

WaterFire creator Barnaby Evans, who oversaw the group assigned to the Shooters site, said that the dilapidated property is the lynchpin of the efforts to improve the waterfront.

“We clearly saw it as a resource that is ours to grab now, and will not be there again,” Evans said. “Short term, clearly it needs to be cleaned up, both inside and out, as it’s a symbolic statement of reclaiming the space.”

City Councilman Seth Yurdin, who represents the India Point area, said that a marina is a very real possibility for the Shooters area. The land is already zoned to allow for marina use, and that's a big draw in attracting a developer. An event like yesterday's summit may also help to spur interest, now that it's clear that similar projects would have community backing.

"There are not specific developers that I've spoken to with particular proposals, but obviously part of this exercise is to get people interested, and aware that the city wants those kinds of things to happen," Yurdin said.

Participants pictured the center of the park as the future site of outdoor movies and concerts, and perhaps even as the terminus for a water taxi service running from downtown to the park.

The eastern end of the park, where the Radisson sits near the Brown boathouse and several Brown-owned warehouses, was seen as ripe for future development, perhaps some capitalizing on its location on major bike routes.

The land under the new highway bridge — what team leader John Schenck dubbed a "dark, gloomy passageway" — also needs to be kept vibrant, or else it could deter use of the larger park.

"It needs light and activities all the time," Schenck said, offering basketball courts, permanent sound and light installations, and historic exhibits as possibilities for keeping that space from turning into a shadowy no-man's land.

With the summit complete, the sponsors will retain Kent's team to produce a short report on the day's discussions, which Providence Deputy Planning Director Linda Painter said the city would link to from its Web site when it is complete. They are also trying to raise money for further studies of the Shooters site.

The date of the waterfront charette has been pushed back several times since it was initially scheduled for February, but that has only given interested groups more time to prepare for it.

The other major stretch of the city's waterfront, the industrial section along Allens Avenue, is the site of major conflict as developers push for rezoning to allow residential uses, and the waterfront businesses push back, fearful of losing their livelihood if condos stack up next to salt piles and shipyards.

Organized as the Working Waterfront Alliance, those businesses have also been working to show the value of their presence in the city, including bringing advocates for a new type of cargo transportation strategy — short sea shipping — to Providence last month to evaluate the potential for growth there.

dbarbari@projo.com

<http://www.projo.com/ri/providence/content/MC_WATERFRONT_04-08-08_FE9MDEQ_v9.39d6543.html>

Lesson 5: Life on the Sea

Overview: The shipping industry was an important part of Providence's economy in the early 1800s. Students will learn about the different types of ships that docked in Providence and also about where they went and why. The lesson will also cover the lives of people who worked on the ships. After this lesson, students will have a better understanding of the role that shipping played in Providence's history.

Objectives

Students will be able to:

- ✚ Describe some of the responsibilities of a sailor on a ship.
- ✚ Discuss some of the advantages and disadvantages of being a sailor.
- ✚ Identify the different types of commerce that Rhode Island merchants engaged in and where those commercial interactions took place.

Before Class: Students will have read Chapter 5 of Something Upstairs and answered response questions.

Class Activities: (1 hour)

- ✚ Have students read aloud an account from a sailor's diary (see attached references). Students should identify some of the jobs that sailors were required to perform on the ships.
- ✚ Students will create a chart comparing the advantages and disadvantages of being a sailor. Some sample answers might include: Advantages: seeing the world, meeting new people, escaping obligations at home, opportunities for wealth and advancement in status. Disadvantages: low pay, fierce discipline, not seeing your family for many years. Based on a scale from 1 through 4, with 1 being the least desirable and 4 being the most desirable, students assign point values for each advantage and disadvantage, based on how important it is for them. Then students can determine if a life on the sea is meant for them.
- ✚ **Craft Activity:** Show students the handout "Know Your Ship Shapes" from the *Newport Daily News* (July 1, 2007). Have students replicate the shapes of these ships by cutting out the shapes of the sails on white construction paper and gluing them to black paper. This activity could also be integrated into a math lesson on geometry.
- ✚ **Craft Project:** The entire class can help to reconstruct the Providence River shoreline based on how it appeared in 1800, as *Kenny* would have seen it, on a large piece of cardboard. (**Note:** Have students refer to chapter 4 of Something Upstairs.) Students will name their ships according to the list provided. The list contains the ship name and type, as well as where they sailed or what they were used for. Students can use these details to help them write a description of their ships. They will also write descriptions, making up details about its owner, its captain, where it journeyed, and its role in commerce in Providence. Have students refer to the "Know Your Ship Shapes" handout as they create miniature models of the ships out of construction paper, popsicle sticks, and other materials. Once each student has finished a ship, they will present it to the class, and will then place it on the "river."

Homework: Read Chapter 6 and answer response questions.

Resources:

List of ship names. (**See attached**)

Bolster, W. J. (1990). "To feel like a man": Black seamen in the northern states, 1800-1860. *The Journal of American History*, 76(4), 1173-1199.

Coughtry, J. (1981). *The notorious triangle: Rhode Island and the African slave trade, 1700-1807*. Philadelphia: Temple University Press.

Hawes, A. B. (1999). *Off soundings: Aspects of the maritime history of Rhode Island*. Chevy Chase, MD: Posterity Press.

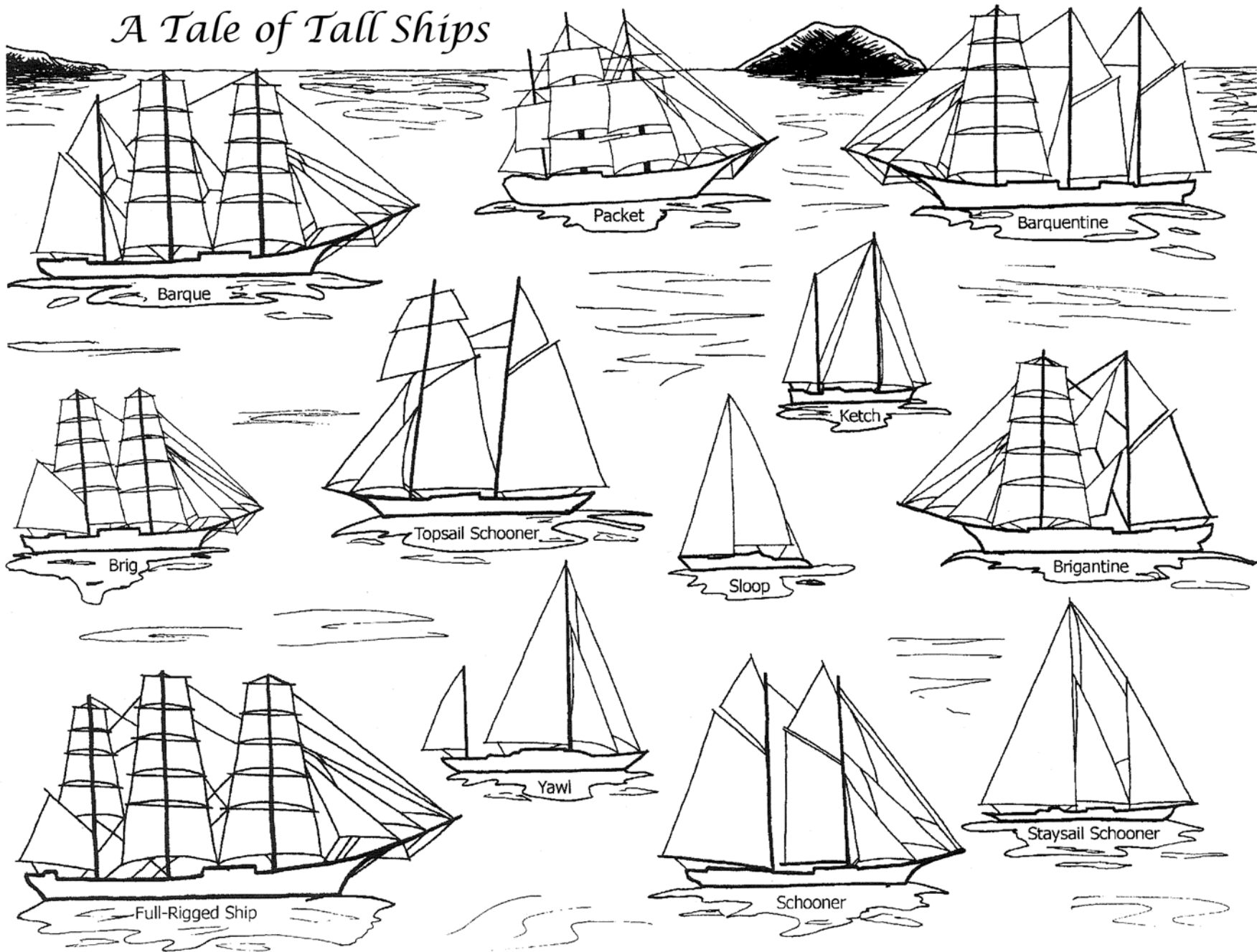
Nagle, J., Dann, J. C., & 20 William L. Clements Library. (1988). *The Nagle journal: A diary of the life of Jacob Nagle, sailor, from the years 1775 to 1841* (1st ed.). New York: Weidenfeld & Nicolson.

Providence Institution for Savings. *Ships and Shipmasters of Old Providence*. Boston: Walton Advertising and Printing, 1919.

Smith, R. *Rhode Island Maritime Museums--Maritime Museums Websites*.
<http://www.maritimemuseums.net/RI.html>

Tillinghast, S., & Bamberg, C. F. (2000). *The diary of Capt. Samuel Tillinghast of Warwick, Rhode Island: 1757-1766*. Greenville, RI: Rhode Island Genealogical Society.

A Tale of Tall Ships



A **barquentine** has three or more masts, with square sails only on the foremast.

A **packet** is a ship that operates on a regular schedule, delivering mail.

A **barque** has three or more masts, with square sails on of them except for the aft (or mizzen) mast.

A **ketch** has two masts, fwith the forward one higher, and the aft (or mizzen) mast ahead of the steering position.

A **brigantine** has two masts, with square sails on the foremast, but not on the aft (or main) mast.

A **topsail schooner** is a schooner with a square-rigged sail on the forward mast.

A **sloop** has one mast, with one foresail forward of the mast.

A **brig** is a schooner with two square-rigged masts.

A **staysail schooner** is a schooner with a foresail, but carries a main staysail between the two masts in addition to the staysail ahead of the forward mast.

A **schooner** has two or more masts with the forward mast being shorter or the same height as the rear masts.

A **yawl** has two masts, with the forward one higher and the aft (or mizzen) mast behind the steering postion.

A **full-rigged ship** has three or more masts, with square sails on each mast.

Ship Names for Craft Project

Ship Name	Ship Type	Destination (From Providence) or Purpose
Ann	Schooner	Unknown
General Washington	Ship	China
The Revenge	Ship	Privateer/Warship
Rose	Brig	Surinam
Providence	Sloop	Naval ship to Bermudas
Columbus	Ship	Naval ship to Bermudas
Warren	Ship	Continental fleet
Cabot	Brig	Naval ship to Bermudas
Wasp	Sloop	Naval ship to Bermudas
The President	Ship	India
Ann & Hope	Ship	Canton, China
Ranger	Brigantine	Whaling ship
Rebecca	Brig	Whaling ship
Lion	Ship	Whaling ship
Haidee	Ship	Australia
Huntress	Packet	New York
Mary	Sloop	West Indies, Africa
Dolphin	Sloop	West Indies, Africa
Rainbow	Sloop	Surinam
Hornet	Sloop	Naval ship

Lesson 6: Rhode Island and the Slave Trade

Overview: In the late 18th century, Providence was the center of debate on the issue of slavery. Students will learn about the various sides of the debate over slavery and about the different historic figures associated with each view. After this lesson, students will have a better understanding of the social tensions that are described in Something Upstairs.

Objectives

Students will be able to:

- + Understand different opinions on slavery held by Rhode Islanders in 1800 and explain why people supported different opinions.
- + Evaluate each argument explaining its strengths and weaknesses.
- + Present their opinion in an essay format using supporting evidence.
- + Define “political agitation.”
- + Relate issues of political agitation in the colonies with modern and contemporary issues.

Before Class:

Students will have read Chapter 6 of Something Upstairs and answered response questions.

Class Activities: (1 hour)

- + As a **Do Now** activity, have students re-read Moses Brown’s speech on p.46 and *Pardon Willinghast’s* dialogue on p.73 and answer the following questions:
What is each character’s opinion about slavery? What information do the characters use to back up their claims?
- + Provide background information about the debate around slavery (see below for more resources).
- + Divide the classroom into four sections and in each section hang up different arguments about slavery. Give students two kinds of stickers (blue and green) and have them walk around the room. Wherever they see an argument which they agree with they should put up a blue sticker and wherever they see an argument they disagree with they should put up a green sticker. Have a class discussion about the students’ opinions and why they agree with certain arguments but disagree with others.
- + **Writing Activity:** Discuss the Hardscrabble (1824) and Snow Town (1831) riots with students. Have students compare these events with what *Caleb* and *Kenny* witnessed when they were on Olney Lane. Avi includes a quote on the page before the “Author’s Explanation,” stating:

“Those who cannot remember the past are condemned to relive it.”
-Santayana

Students will write an essay with an introduction, body paragraphs, and a conclusion on the following topic:

In your own opinion, interpret what you think Santayana's quote means. What do you think drove people to such actions in the two race riots? Why did people start race riots in other parts of the country? Do you think it was because they failed to remember or that they simply did not care? Do you ever repeat mistakes in your own life? If so, why do you think you do? How do the race riots relate to what *Caleb* and *Kenny* witnessed? Use supporting details from the book.

Homework: Edit and rewrite your essay at home. Read Chapter 7 and answer response questions.

Resources:

Coughtry, J. (1981). *The notorious triangle: Rhode Island and the African slave trade, 1700-1807*. Philadelphia: Temple University Press.

Harper, D. (2003). *Slavery in the north*. www.slavenorth.com

Thomas J. Watson, Jr. Institute for International Studies, & Choices for the 21st Century Education Program. (2005). *A forgotten history : The slave trade and slavery in New England* (1st ed.). Providence, RI: Choices for the 21st Century Education Program, Watson Institute for International Studies, Brown University.

Thompson, M. (1962). *Moses Brown, reluctant reformer*. Chapel Hill, NC: Pub. for the Institute of Early American History and Culture by the Univ. of North Carolina Press.

Lesson 7: FIRE!!: Disasters in the city

Overview: Fires and other natural disasters have shaped Providence's urban landscape over time. This lesson will explore Providence's major natural disasters and how the city coped with them. Students will be given an opportunity to brainstorm ways to protect cities from natural disasters.

Objectives

Students will be able to:

- ✚ Identify some of Providence's past natural disasters.
- ✚ Explain how these natural disasters have influenced the urban environment.
- ✚ Develop solutions to the problems of fires and other natural disasters.
- ✚ Work effectively in groups in order to solve problems

Before Class: Students will have read chapter 7 of Something Upstairs and answered response questions.

Class Activities: (45 minutes)

- ✚ As a **Do Now** activity students will write down examples of "natural" and "unnatural" disasters. As a class, discuss the differences between natural and unnatural disasters.
- ✚ Teach lesson on fire and other natural disasters in Providence's history (see attached references).
- ✚ In groups, students will examine before and after photographs of Providence. One student will be designated the secretary or recorder of the group. Students will identify the changes in the city's landscape and explain how these changes may have occurred. The secretary or recorder will share with the class that particular group's responses.
- ✚ **Class Project:** Prepare a "press conference." Every student has a different role: some are reporters and journalists; others can be civic leaders, town representatives, etc. Recently, residents have been complaining that the number of fires has increased. This has caused many houses to burn down and many people to lose a great deal of property. Additionally people are complaining about over-crowding and not enough public spaces. Students should have written responses or questions ready for the day of the "press conference." Depending on their roles, they will have different things to consider. For example, if one is a government official, the student should come up with several suggestions about how he or she would solve the problem of fires in the city. On the day of the "press conference," set up the classroom in such a way that it looks like a panel of people are taking questions from a gathering of journalists.
- ✚ **Optional:** Record the "press conference" on video. In this case, students can dress their parts, receive name tags, and there can be a microphone and podium set up.

Homework: Read Chapter 8 and answer response questions.

Resources:

Conley, P. T., & Campbell, P. (1985). *Firefighters and fires in Providence : A pictorial history of the Providence fire department, 1754-1984*. Norfolk: Published jointly by the Rhode Island Publications Society and the Donning Co.

Livermore & Knight Co. (1938). *The hurricane and flood of September 21, 1938 at Providence, R.I. : A pictorial record*. S.l.

Lesson 8: Gravestones: Reading the Past

Overview: History does not just appear in old books and records, but in our daily encounters with the urban landscape. In this lesson students will use gravestones from the St. John's Episcopal Cemetery to reconstruct information on people from the past. Students will use the information not only to learn about the people who are buried in the cemetery but also to develop ideas about what life was like when these people died.

Objectives

Students will be able to:

- ✚ Read and understand gravestone markings.
- ✚ Discuss some of their impressions of what is written on the gravestones.
- ✚ Connect the gravestones with what they know about life in 1800 and draw conclusions.
- ✚ Work effectively in groups.

Before Class: Students will have read Chapter 8 of Something Upstairs and answered response questions.

Class Activities (45 minutes)

- ✚ Divide students into groups and have them read a selection of gravestone markings from the St. John's Episcopal Cemetery.
- ✚ As a group, have students answer the questions that accompany the gravestone selections. Encourage students to choose a "recorder" who will write down the group's answers to the questions. After each group has time to answer the questions, the students will present one answer to the class.
- ✚ **Writing Activity:** An obituary is an article published in the newspaper after someone has died in which the writer describes the life of the deceased. Pretend you are the obituary writer for one of the people whose gravestone markings you examined in class. Your obituary should include information about where and when they were born, where they lived, what they did for a living, and some of their favorite recreational activities. Don't be afraid to make educated guesses if the information is not on the gravestone. Use your imagination based on what you have learned about life in 1800.

Homework: Finish Something Upstairs and answer response questions. Prepare for the tour tomorrow!

Resources:

Records from St. John Episcopal Church Cemetery. **(See attached)**

Sterling, J. E., & Rhode Island Genealogical Society. (2000). *North Burial Ground, Providence, Rhode Island: Old section, 1700-1848*. Greenville, RI: Rhode Island Genealogical Society.

Examples of Gravestone Markings in St. John's Episcopal Cemetery

#1: In Memory of three respectable Black Persons Phillis, Rose, and Fanny Chace who served Faithfully in the Family of Samuel Chace, esq.

#3: In Memory of William B. Bradford, Merchant. Born in Glocester, R.I. Died in Providence Feb. 27, 1860. Aged 78 years old.

#8: This stone marks the place where repose the remains of Thomas M. Borrows, M.D. Vice President of the R.I. Medical Society. A skillful and indefatigable¹ Physician, a faithful friend, a man sternly independent and upright. He died Nov. 20, 1832, Aged 60 years. Erected to the memory of her father by Sophia M. Phillips

#16: In Memory of Mary Young, Daughter of Mr. John and Mrs. Mary Young, who died Feb. 23, Aged 1 Year, 9 Mon. 21 Days. Our highest praise, is soonest ravish't² from our eyes.

#22: In memory of John Fitton, Born in Waterford (Ireland) A.D 1730, Died 7th of April, 1810 in the 80th Year of his Age. Suffice it to stay that the Deceased sustained the character of an honest, industrious Man.

#39: In Memory of Henrietta Carpenter Bowler, Daughter of Capt. Cornelius G. Bowler and Mrs. Sally his Wife: who departed this transitory³ Life August 22nd, 1793, Aged 15 Months and 8 Days. Death is a Debt to Nature due, I've paid the Debt and so must you.

#49: Sacred to the Memory of William Page, only son of Nicholas and Elizabeth Stillwell, who drowned while bathing in Seekonk River July 18, 1830 aged 21 years and 7 months.

#54: Sacred to the Memory of Mrs. Rebeckah Dexter the amiable⁴ wife of Mr. Stephen Dexter and Daughter of Mr. Christopher and Mrs. Phebe Champlin of Newport. Who departed this life Jan. 21, 1795, Aged 17 Years, 9 Months, and 7 Days

#64: Sacred to the Memory of the Hon. Metcalf Bowler, esq. who Resigned his Soult to God the 19th of Sept. 1789 in the 63rd year of his age. Having been repeatedly elected to several important offices in this State shows the confidence of the Public in his abilities & Patriotism, and is the best Eulogium⁵ on his character. He served as a Judge of the Superior Courts, was 19 years speaker of the lower House of Assembly, and was a member of the first Congress, in 1765, etc.

#90: Abbey Sweet—daughter of Richard & Sarah F. Lippitt, died March 2, 1831, aged nearly 18 years. The lovely one is gone.

¹ Indefatigable—not easily tired

² Ravished—taken away, seized

³ Transitory—temporary

⁴ Amiable—pleasant

⁵ Eulogium—memory

#118: In Memory of Thomas Lloyd Halsey, born in Boston in Jan. 18, 1751, Died in Providence, Nov. 12, 1838, in the 88th year of his age.

Questions for groups

1. What are some of the different names people had? Which are similar and which are different from names people have today? Are any names spelled differently?
2. What are some of the different jobs people had? Why do you think some people had their jobs written on their gravestones? What does it tell us about their status in society?
3. How long did people live? Do people today live longer or shorter lives? Why do you think so many children died young?
4. Some of the gravestones have quotes or descriptions on them. What do these quotes tell us about the people whom they are describing? Do they tell us anything about the values that people had during this time? Do people still put messages like this on gravestones?

Lesson 10: History and Historical Fiction/Conclusion

Overview: In the final lesson of this unit students will explore the differences between history and historical fiction. Although Something Upstairs provides valuable insight into the past, it also changes a lot of information. Students will discuss the advantages and disadvantages of historical fiction.

Objectives

Students will be able to:

- ✚ Define historical fiction as a literary form.
- ✚ Compare the events in Something Upstairs to what actually happened in history.
- ✚ Discuss some of the advantages and disadvantages of historical fiction.

Before Class: Students will have completed Something Upstairs and gone on the Providence Preservation Society's AVI Something Upstairs tour of South Benefit Street.

Class Activities: (1 hour-1 ½ hours)

- ✚ As a **Do Now** activity, have students provide a definition of historical fiction. Ask students to share their definitions.
- ✚ Discuss as a class what makes a book historical fiction. Compare the definitions of history and historical fiction.
- ✚ As a class, create a timeline comparing “real” events to events in Something Upstairs. Some examples might include: when slavery was abolished in Rhode Island, when Pardon Tillinghast (*Willinghast*) lived and died, the date of the Olney Street riots.
- ✚ Using materials from Lesson 8, have students compare and contrast the Tillinghast (*Willinghast*) gravestone with those from St. John's Episcopal Cemetery.
- ✚ Ask students to write down a list comparing the advantages and disadvantages of a work of historical fiction. Discuss these answers as a class.
- ✚ Students will fill out an evaluation form from your activity book and then send the forms by mail to the Providence Preservation Society with any additional comments.
- ✚ **Journal Activity:** Students should write a reflection paper, answering the following questions: What did you think about the tour? Write about your favorite and least favorite parts and *explain why*. How has your understanding of Providence's history changed? What new things have you learned? What would you like to know more about? Your entry should be at least one page long.

Homework: Submit reflection papers about the tour for evaluation by teacher.

Bibliography

- Barbarisi, D. (2007). "Waterfront parks design unveiled; public input sought: [Metro Edition]." *The Providence Journal*. <<http://www.proquest.com/>> (Accessed August 15, 2007).
- . (2009). "Shooters Site on Waterfront Could Be Drawing Crowds Again." *The Providence Journal*. <http://www.projo.com/ri/providence/content/MC_WATERFRONT_04-08-08_FE9MDEQ_v9.39d6543.html> (Accessed February 6, 2009).
- Beales, R. W., Jr. (1975). In search of the historical child: Miniature adulthood and youth in colonial New England. *American Quarterly*, 27(4), 379-398.
- Bolster, W. J. (1990). "To feel like a man": Black seamen in the northern states, 1800-1860. *The Journal of American History*, 76(4), 1173-1199.
- Calvert, K. L. F. (1992). *Children in the house: The material culture of early childhood, 1600-1900*. Boston, MA: Northeastern University Press.
- Conley, P. T., & Campbell, P. (1985). *Firefighters and fires in Providence : A pictorial history of the Providence fire department, 1754-1984*. Norfolk: Published jointly by the Rhode Island Publications Society and the Donning Co.
- Cottrol, R. J. (1982). *The Afro-yankees: Providence's black community in the antebellum era*. Westport, Conn.: Greenwood Press.
- Coughtry, J. (1981). *The notorious triangle: Rhode Island and the African slave trade, 1700-1807*. Philadelphia: Temple University Press.
- Creative Survival: the Providence black community in the 19th century*. (1984). Providence, RI: The Black Heritage Society.
- Dunnington, Ann L., Bob Rowan, and Joanne Rotondo. (1990). *Greater Providence: Fulfilling its destiny, a contemporary portrait*. Chatsworth, CA: Windsor Publications.
- Earle, A. M. (1899). *Child life in colonial days*. New York; London: The Macmillan Company; Macmillan & Co., Ltd.
- Foley, M. M., & Thatcher, M. (1980). *The American house* (1st ed.). New York: Harper & Row.
- Harper, D. (2003). *Slavery in the north*. www.slavenorth.com
- Hawes, A. B. (1999). *Off soundings: Aspects of the maritime history of Rhode Island*. Chevy Chase, MD: Posterity Press.
- Hawke, D. F. (1988). *Everyday life in early America* (1st ed.). New York: Harper & Row.

- Imbrie, Katherine. "Hard life in a hostile land." *The Providence Journal*.
- King, W. (1995). *Stolen childhood: Slave youth in nineteenth-century America*. Bloomington: Indiana University Press.
- Livermore & Knight Co. (1938). *The hurricane and flood of September 21, 1938 at Providence, R.I. : A pictorial record*. S.I.
- Lombard, A. S. (2003). *Making manhood: Growing up male in colonial New England*. Cambridge, MA: Harvard University Press.
- Marten, J. A. (2007). *Children in colonial America*. New York: New York University Press.
- Nagle, J., Dann, J. C., & 20 William L. Clements Library. (1988). *The Nagle journal: A diary of the life of Jacob Nagle, sailor, from the years 1775 to 1841* (1st ed.). New York: Weidenfeld & Nicolson.
- Piersen, W. D. (1988). *Black yankees: The development of an Afro-American subculture in eighteenth-century New England*. Amherst: University of Massachusetts Press.
- Pierson, W. H., & Jordy, W. H. (1986). *American buildings and their architects*. New York: Oxford University Press.
- Pollock, L. A. (1983). *Forgotten children: Parent-child relations from 1500 to 1900*. Cambridge Cambridgeshire; New York: Cambridge University Press.
- Providence Institution for Savings. *Ships and Shipmasters of Old Providence*. Boston: Walton Advertising and Printing, 1919.
- Schwartz, M. J. (2000). *Born in bondage: Growing up enslaved in the antebellum south*. Cambridge, Mass.: Harvard University Press.
- Smith, R. *Rhode Island maritime museums--maritime museums websites*.
<http://www.maritimemuseums.net/RI.html>
- Sterling, J. E., & Rhode Island Genealogical Society. (2000). *North Burial Ground, Providence, Rhode Island: Old section, 1700-1848*. Greenville, RI: Rhode Island Genealogical Society.
- Sturgis, R. (1989). *Sturgis' illustrated dictionary of architecture and building: An unabridged reprint of the 1901-2 edition* [Dictionary of architecture and building]. Mineola, NY: Dover.
- Thomas J. Watson, Jr. Institute for International Studies, & Choices for the 21st Century Education Program. (2005). *A forgotten history: The slave trade and slavery in New England* (1st ed.). Providence, RI: Choices for the 21st Century Education Program, Watson Institute for International Studies, Brown University.

Thompson, M. (1962). *Moses Brown, reluctant reformer*. Chapel Hill, NC: Pub. for the Institute of Early American History and Culture by the Univ. of North Carolina Press.

Tillinghast, S., & Bamberg, C. F. (2000). *The diary of Capt. Samuel Tillinghast of Warwick, Rhode Island: 1757-1766*. Greenville, RI: Rhode Island Genealogical Society.

Woodward, Wm. McKenzie. (2003). *PPS/AIAri guide to Providence architecture*. Providence, RI: Providence Preservation Society.